

A READING LESSON PLAN

CLASS PROFILE & TEACHING CONTEXT

The school for which this lesson plan has been designed is located in a middle class area in the north of the Community of Madrid.

The following lesson plan will form part of a scheme of work entitled *Myths and Legends*. This scheme of work, and this particular lesson plan, is specifically for a group of 33 students in the 1st year of ESO linguistic section, which is following the CAM bilingual project for the first year. Students in this group are being taught using the guidelines from the “Advanced Curriculum”.

Students come from a bilingual primary school background. 14 out of 33 students have entered the linguistic section having passed the Cambridge KET exam (equivalent of an A2 level, in the Common European Language Framework), and 19 students have passed the Cambridge PET exams (equivalent of a B1 level, in the Common European Language Framework), although 6 of them below 70 %.

LESSON OBJECTIVES

GROUP:1 ESO/B (Linguistic Section)	TIMING 55 min.
OBJECTIVES <ul style="list-style-type: none">• To understand general and specific information from written texts of a suitable level• To identify basic conventions of descriptive and narrative texts	

Basic (Reading) Skills

- All students will follow the basic- surface level meaning- of the myth text (who, when, where, what).
- All students will understand that myths describe characters and setting, conflict and outcome.
- All students will identify the key words we have studied in the myth.

High Level Skills

- Most students will interpret the story at a deeper level; identify and understand characters' personality traits, and understand the different steps in a conflict.
- Most students will understand interesting and difficult vocabulary related to descriptions.
- Some students will pick up the main characteristics of myths and distinguish them from legends and from other types of texts.

LESSON PROCEDURE

TIME	Teacher Activity	Pupil Activity	Expected Outcome
5 minutes	I tell students that we will be reading a myth that explains why owls have got big eyes that stare.	Students activate their background knowledge on this type of birds.	To activate the main physical features and personality traits of owls, as well as other bird names.
5 minutes	I show them both a picture of an owl and pictures of different birds. I ask them to name the pictures and predict which animals take part in the story.	Students match the words and the pictures and they guess which other animal might be in the story and why.	To pre-teach vocabulary related to different bird types and the different parts in a bird. Some students will have the opportunity to expand their vocabulary.
10 minutes	Students are asked to skim the text for eight key words and try to guess their meaning in context.	Students identify parts of speech and guess the meaning of words from context.	To be able to infer meaning of unknown words from context and word order at sentence level.
15 minutes	We read the story stopping three times: after the introduction, the conflict and the outcome to check understanding.	All the students listen, and two read aloud the dialogue, each playing the part of a bird.	That students will follow the surface information; who, what, where, when, how. Some of them will pick up on the text structure (setting, conflict and outcome).
20 min	I give students seven reading comprehension questions to check recalling on factual information (who, where, what; questions 1-5), understanding skills (why?; question	Students answer the questions.	Active understanding of a text by answering questions on post reading recall, understand and evaluate steps. All students must be able to successfully answer

	6), and evaluation skills (question 7).		the recall questions, most the understand questions, and some the evaluation question.
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RESOURCES/MATERIALS

- ✓ Students are given a photocopy of the worksheets (vocabulary, text and questions)
- ✓ A PC can be used to show the bird pictures as visuals, either in a PowerPoint presentation or as Google images (optionally, a digital board can be used to carry out the vocabulary picture-related tasks)

EVALUATION CRITERIA & PROCEDURE

To identify the general idea and select information from a literary text suitable to the students' age (a myth); to do this with the aid of textual and non-textual features.

- ✓ I will observe that students are matching the vocabulary to the pictures and complete the vocabulary chart (material 1).
- ✓ I will ask weaker students factual (surface) questions: Who? When? Where? What?
- ✓ I will ask stronger students understanding and evaluation questions (Why? and "In your opinion").

WORSHEET 1--Why Owls Stare

Pre-reading Vocabulary

1. Draw the different parts of a bird. Use these words: *feathers, claws, beak, wings, tale.*



2. Do you know these bird names? Write the name of each bird next to the picture. Then, check their Spanish equivalents in a dictionary.

<i>pigeon</i>	<i>sparrow</i>	<i>parrot</i>	<i>woodpecker</i>	<i>nightingale</i>
	<i>magpie</i>	<i>eagle</i>	<i>robin</i>	<i>owl</i>



3. Find the following words in the story. Say which part of speech they belong to, and write a definition for each of them using your own words.

Word	Part of Speech	Definition
Boast		
challenge		
Swoop		
Land		
Stare		
Hoot		
Coo		
watch out		

WORKSHEET 2

Myths & Legends -- Why Owls Stare

Native American - Choctaw Story



Owl and Pigeon were friends. Most mornings they sat in the same tree to talk and watch the sunrise.

Sometimes one of them would boast about how fast and far they could fly, and how good their eyesight was when they were high above the ground.

One morning Owl boasted about something different.

"I think there are more owls than pigeons," he said.

"No," said Pigeon. "That's not right. There are lots more pigeons than owls."

"There's only one way to find out," hooted Owl, fluffing out his feathers.

"I challenge you to a counting!"

"Agreed," cooed Pigeon. "Where and when should we do this?"

Owl scratched his wing feathers with his beak as he thought for a moment.

Then he said:

"The Big Woods will do. It's a nice place, with plenty of trees for everyone to land."

"Okay," said Pigeon. "The Big Woods it is. You fly round and tell the owls and I'll tell the pigeons."

"One week from today, an hour after sunrise. All owls and pigeons should be here. Anyone who's late won't be counted."

"Agreed," hooted Owl. Then they both flew off to tell everyone.

A week later the owls arrived first, just as the sun was rising. They swooped down on the Big Woods from every direction until there were owls in most of the trees. They were sure there were more of them than the pigeons.

After a while they heard a swooshing sound in the distance. Huge grey clouds moved towards them from the east, south and north. The clouds were pigeon wings.

Thousands of pigeons swooped down on the Big Woods, blocking out the sky. As the pigeons landed in the trees, the owls had to shuffle closer together. Branches broke when too many pigeons tried to land at once.

The owls couldn't believe their eyes or their ears. The noise of flapping wings and scratching feet was deafening.

The owls stared, moving their heads from side to side to watch the pigeons land all around them. And still the pigeons kept coming, circling down from the sky looking for landing space. The owls could not believe there were so many pigeons.

Their eyes grew wider and wider as they moved their heads from side to side, trying to keep track of the pigeons. More and more of them swooshed in.

Some of the owls started to feel nervous. Being surrounded and squashed by so many pigeons was a bit scary. They began to hoot to each other "Toooooowooo, we're being trampled. Let's get out of here!"

One by one the owls took off. They fled into the sky, their staring eyes flattened even wider open by the wind rushing past them. No-one did any counting.

The pigeons settled themselves all over the Big Woods, cooing and calling to each other, celebrating their win.

Since then, owls have always travelled at night when pigeons are asleep. They stare at everything around them, watching out for pigeons.

The End



WORKSHEET 3 -- READING COMPREHENSION

Read the text and answer the following questions. Write full answers.

1. Who are the main characters in the story?
2. What was the challenge?
3. Where did the challenge take place?
4. Who won the challenge? Why?
5. What did owls do when completely surrounded by pigeons?
6. Why do owls stare?
7. In your opinion, what elements make this a myth?